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THE FIRST SCHOOL DAYS
OF
THE NON-ENGLISH CHILD

Prepared by
MAYBELL G. BUSH
State Supervisor of City Grades

Issued by
C. P. CARY
State Superintendent

Madison, Wisconsin

1918

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FOREWORD

As the title indicates this bulletin is to be used as a guide by teachers who have pupils who do not speak English. The problem for the teachers in such cases is a very real one and unfortunately many teachers are not prepared to solve it. For days and weeks in some cases such children get little if anything out of the school. This is extremely discouraging to all concerned. The use of this pamphlet prepared by Miss Bush (who has had much experience with such pupils) is sure to prove helpful.

C. P. CARY.

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INTRODUCTION

WISCONSIN CONDITIONS

In 1917 there were in Wisconsin 512,569 foreign born inhabitants. They live in all parts of the state and their children attend school in every county. The findings in our recent draft registration revealed conditions that are most startling. In one county of the state 76 men presented themselves to the draft board for examination. Of these 60 spoke German only or a very few words of English. (Current Opinion May, 1918, p. 305). These men are all of voting age. What do they know of American' ideals? What knowledge have they of national needs? Our state as a whole has today 32 illiterates for every group of 1,000 population. In some counties the rate is as high as 90 illiterates to each 1,000 inhabitants.

OPPORTUNITIES FOR IMPROVEMENTS

(a) Compulsory Education Law:

Are our schools able to change these conditions? To a large degree they are. We have a compulsory education law which must be more rigidly enforced. School officers and teachers must be alert to discover newcomers in any district. Foreign parents are often ignorant of the law but are glad to comply with its provisions when they understand them. The floating population in every community must be constantly checked up to make sure that all of the children of school age are attending school somewhere.

(b) Increased Emphasis on English:

We must make sure also that every child who attends any school learns sufficient English to read newspapers and magazines and to carry on ordinary conversation in the language of the nation. We must urge that every little six-year old foreign child who is physically fit come to school in order

that he or she may not become a badly retarded pupil because of inability to speak English.

(c) English for Adults:

Adults should be gathered into night schools or home study classes. Every teacher in Wisconsin must work untiringly to wipe out illiteracy and to encourage the use of English in every home in her community. She can do much toward accomplishing this by beginning in her classroom to teach English to the timid little people who cling to older brothers and sisters who are in turn only a trifle less shy. They, too, must receive help from their teachers in the mastery of the new tongue so that they can learn to think in the language of democracy.

(d) English for all Children:

We are all familiar with the difficulties which attend the mastery of the processes of reading, writing, and spelling by the normal child who comes to school with a speaking vocabulary of six or eight hundred words and who is constantly adding to this by means of his home associations. If we compare his problem with that of the child who comes from the home where a foreign tongue is spoken we realize its seriousness. This latter child thinks in his native language and is utterly confounded at the mysteries attending the performance of the simplest tasks of the American schoolroom. Is it any wonder that the non-English child sits day after day in some schools refusing to make a sound?

The experience of the teachers in Porto Rico who tried to teach primary reading to beginners using American textbooks shows the futility of endeavoring to accomplish anything like satisfactory results without first teaching the language in which the book is written. Without the language background it is impossible for a child to learn to read. Though he may learn to call words with a fair degree of success, this process is not reading. The pupils in our schools must first master English sufficiently to comprehend the vocabulary of the primer in use before they can learn to read in the true sense.

II. GENERAL SUGGESTIONS

THE KINDERGARTEN

The most effective agency for teaching the necessary amount of English to the foreign child to enable him to master reading is *the kindergarten*. In every community where it is possible to have one, a kindergarten should be established. Its training is founded upon the child's instincts. All of the children are therefore interested at once. Action, participation, contact with real things,—these vitalize the new language for the child and he very soon learns to speak in order to satisfy his needs and the group needs. His progress is rapid. In kindergarten the non-English children should be given much more opportunity to speak than is customary in some schoolrooms. Every kindergarten teacher must feel her responsibility in this matter. By carefully planning her work many exercises involving repetition of common phrases and expressions can be arranged. Every time a new object is mentioned, care can be taken to give the children an opportunity to repeat its name correctly. Articulation and pronunciation should receive special attention in songs and memory work.

Skillful seating does much to increase facility in the use of English. By putting a bashful foreign child next to an aggressive little American, the stimulation is given to the former to pick up the language habits of the latter. It has been found that this unconscious teaching is a very expeditious way of accomplishing the desired result. This justifies the general practice of putting foreign and American children in the same classes. However, it is of course necessary to group the non-English children for the purpose of giving them definite and intensive training in the use of English, in addition to the language work given to all of the children.

The kindergarten teacher can also be of great service to

the community by organizing mothers' classes in which she uses kindergarten methods of instruction with the adults, teaching them the English language, through the activities of sewing, cooking, singing, marketing, etc.

GRADE I, ALL CLASSES OF SCHOOLS

In schools where there is no kindergarten and in which several grades are assigned to one teacher, the task of teaching English and at the same time covering the course of study is most difficult but it must be attacked because the children in school today are the citizens of tomorrow. This bulletin is primarily intended to assist teachers confronted with just this problem. It is impossible to lay down prescribed rules of procedure. Many of the suggestions in this pamphlet will need to be greatly modified to suit various types of pupils and varying situations. However certain fundamental principles underlie successful methods. The teacher who assumes the responsibility of teaching in a community where languages other than English are spoken owes it to her country to study her particular problems and to do her utmost to make English the *language of Wisconsin*.

(a) Time Allotments: Reading, Language, Phonics:

Since the rural and state graded schools have generally uniform daily programs it is necessary that the lessons in English in these schools shall be short and that they shall fit in with the given time allotments. Under no conditions, however, should this work be omitted as a little can be done effectively every day. In grades of villages and cities the work can be extended far beyond the limits suggested in this pamphlet since a much greater amount of time will be available. Teachers will find this a most interesting field for experimental teaching. Successful plans should be kept and passed on to other teachers, as there is very little available material on the subject of primary activities for non-English children. If the class entering grade one in September in any school is composed entirely of non-English pupils, the teacher can use all of the time allotted on the program to reading and language for the type of work given in this bulletin.

(b) Phonics:

It is generally conceded that it is best with foreign children to begin regular work in phonics immediately. The practice in articulation is greatly needed by these children and they have very little difficulty in grasping this subject. In so far as possible the words taught in the phonics class should reinforce the other vocabulary work that is being attempted. If the phonetic method of the basic primer introduces words which will have no content for the foreign child it is recommended that part of the phonics work be based on the vocabulary being taught to the children in the reading and language classes in order to maintain continued interest.

(c) Mixed Grades:

In schools in which the beginning class is made up of some children who can speak English and also of a number who cannot, it is obvious that it is unfair to delay the work in reading with those who are able to do it. On the other hand, some schools have kept normal six-year old foreign children in a sub-primary class an entire year because they were unable to speak English. This is a great injustice to the child who is old enough to learn to read. It is possible to put both types of pupils into grade one and to promote all or nearly all into grade two at the end of the year. In the beginning of the year two classes will be necessary for the first grade pupils at the time assigned on the program to reading. The English-speaking children can do standard first grade work from the first day of school. The foreign children must be taught the language. The time can be divided or the classes alternated as seems best.

(d) Language Work in Mixed Grades:

Many of the language exercises suited to the needs of foreign children involve troublesome verb forms in which practice is just as necessary for the English-speaking children. Hence, the work in language in mixed classes can be so planned that while it contributes to the vocabulary of the foreign child, it will at the same time serve to correct bad English expressions for the American child. This makes possible the use of all of time assigned to language in grades 1 and 2 of state graded or rural schools during the first part of the

year for work planned with the needs of the foreign children in mind. However, in a rural or state graded school half of the reading period and all of the language period is much too short a time in which to do all that the teacher will wish to do. If any of the grades provided for on the program in either of these schools are not represented, that time could most profitably be given to special work in language with non-English children. This extra class should include all of those in the school who need this help.

(e) Flexibility in Mixed Classes:

Every progressive teacher expects her first grade to read several primers and first readers. When the English groups start their second primer, as they should do not later than November or December, the first pages of this will be much easier than the material which the non-English group are by this time able to read easily. The two groups can undoubtedly be combined and can read the second primer together. Care must be taken that the vocabulary of the second primer fits in well with that of the basic primer. From this time on the non-English group will need constant help to understand the vocabulary of the new book. The teacher must never neglect this part of the work. Whenever new words are taught, the meaning of every one must be made plain to the children. Often this can be effectively done by teaching the meaning of an entire phrase. It may seem that this will retard the progress of the English-speaking children, but such is not the case. Frequently they can be given valuable language training by being allowed to explain words to those who do not understand them. It will also be found that in a majority of cases words which need to be explained to the foreign children are far from clear in meaning to the American children. Careful instruction then in meanings of words and phrases is very essential throughout the entire year with all primary pupils. There is no reason why normal non-English children should not successfully complete the work of grade one in a year when they are given thorough training in the language in which they are learning to read.

(f) Stimulation of Interest:

Childhood's instincts are the same the world over. Curiosity, combativeness, play, love of expression, and the desire

to construct are the leading motives which prompt thought and action in every child. Upon these characteristics, then, common to all children must the teacher depend for proper stimuli to arouse the foreign child to the vigorous response which will result in constantly increasing ability and a growing confidence in himself.

Since self-consciousness is the greatest obstacle which the teacher of non-English children has to overcome, how to do this must be her first thought. "Make haste slowly," is a good maxim for her to observe. She must at all times be very careful not to ask an individual child to do anything which singles him out from the group, unless she is absolutely sure that he will do it without embarrassment.

It is necessary for the successful teacher to have two or three similar exercises in mind for each of the early lessons. If she finds that a lesson she has attempted to teach is not being entered into enthusiastically she can at once change to another. Earnest activity on the part of all must be secured.

(g) Basis of Subject Matter:

The teacher of this work will of necessity be required to make her own detailed course of study and her own daily lesson plans for this work, because no two groups of children will have exactly similar needs. The vocabulary of the basic primer is the ultimate subject matter to be taught. To facilitate the planning of the vocabulary lessons for non-English children it is wise first of all to tabulate the words found on the first ten or fifteen pages of the basic primer into groups of nouns, verbs, adjectives, etc. These lists serve as a basis for the successive lessons. After most of the words in the first lists made are taught, a second unit of the primer should be tabulated, together with words left over from the first ten or fifteen pages. In this way every word of the primer will be made full of content for the children before they attempt the process of reading. If it is found that some of the words do not name objects familiar to the children, or cannot readily be dramatized, these words should not be attempted at first. Or, if the basic primer does not deal with material which has come into the experience of these children or which can be made plain to them when the words are known, its vo-

cabulary may of necessity be left for a little while, or the book changed for one more suitable. Words must be used at first which the child will hear and use, not only in school, but in his social contacts with other children at all times. The foreign child is intensely interested in knowing the names of everything which he sees on his way to school, in the yard, in the store, and he wishes to communicate with other children. This truth must guide the teacher in her selection of material. Above all else the child must be kept aggressive and eager. The vocabulary of the text must be mastered as soon as it can be done economically. The teacher's skill is shown in her ability to make the new material vital to the child.

(h) Dramatic Ability:

There is a personal equipment which every effective teacher of non-English children must possess. That is a strong dramatic power. She must show by her tone of voice, by facial expression, by gesture, and by actually dramatizing, the meaning of practically all words and phrases that do not simply name objects. Nothing can in safety be taken as self evident in this work. The foreign child must always be shown and made to understand. It requires much patience on the part of the instructor and ever present alertness to discern the first indication of failure to grasp an idea. The teacher must act out the simplest things happily, almost playfully in several different ways.

(i) Necessary Equipment:

- (1) *Pictures:* The successful teacher of foreign children will have well chosen pictures of everything available which will touch the life of her pupils, or which will illustrate the work in the texts. The use of these pictures carefully mounted and arranged alphabetically will help her to clear up many a difficulty which might have caused the failure of a lesson. The child must always be made to grasp the idea. He must be taught to let the teacher know if he does not understand. This is the only method which will accomplish the desired result.

- (2) *Chart*: The early work in reading will be greatly facilitated if a large progressive chart amply illustrated by pasted or drawn pictures can be made with one inch rubber type containing the sentences learned each day. These can be re-read for seat work and are most interesting to the children besides preparing them for the work in the primer.
- (3) *Printing Outfit*: All school supply companies sell small type holders and rubber type which are very practical. They enable the teacher to set up two or three lines which the children can print on cards or in little books of their own. In case it is impossible to have one of these sets, typewritten words, sentences, etc., may be used for individual sets of printed forms.
- (4) *Association Cards*: It will be a valuable aid to the vocabulary work if the teacher will prepare association cards for all possible words. These cards should be large enough to be seen all over the room and to contain both the written and printed forms of the word together with a picture illustrating its meaning or perhaps in some cases the object itself. The meaning of most action words can be easily shown by appropriate pictures. In a school containing several grades, the older pupils will greatly enjoy bringing suitable pictures for these cards. In some cases they may be allowed to make them.
- Similar smaller cards are excellent for seat work. Occasionally some of the English-speaking children might give assistance to the foreign children in pronunciation or in correcting matching exercises and similar activities from these cards.
- (5) *Phonic Cards*: A set of phonic cards is also necessary. These may be made in a variety of ways. They should follow the plan of teaching in accord with the phonic method is used. Sometimes these, too, may be used by little pupil teachers who will help their non-English mates to learn the proper sounds of the letters. It might be wise to take from the pack of cards those containing letters whose sounds

are often given incorrectly as b, g, h, p. These can be more safely taught by the teacher who can make sure of the correct sounds by consulting the dictionary.

(6) *A Card Frame:* A wire or wooden frame in which cards may be arranged and easily changed is very essential. The children should have free access to this frame in order that they may study the words for themselves. If it is portable, they may use it during the seat work periods and "play school".

(7) *Seat Work:* Since the repeated association of words spoken, written, or printed with the object, action or idea, is the only way which the child has of learning, it is only just to provide as many associations as possible to make the learning process effective. Because much of the learning must be done during the seat work periods, the importance of the work planned for these periods is evident. Suggestions for suitable seat work will follow the type lessons, but the teacher must see that pictures, games, word cards, materials for progressive hand-work and later plenty of very easy reading material for these periods are available. In most cases school boards will gladly furnish necessary equipment if the order is made out in detail by the teacher and if good use is made of the materials.

(j) **Incidental Teaching:**

Much valuable knowledge can be imparted to the children by the alert teacher who is tactful in stopping often in any of her school work to mention the names of common things distinctly, to illustrate them carefully, and to have non-English pupils say the names after her. She must conduct opening exercises that do not mystify and discourage these little beginners.

(k) **Free Play Period:**

The first grade American and non-English speaking children if possible should be given many free play periods in order that the latter may have an opportunity to learn the language through actual social needs. Quiet games and group work with

blocks, beads, scissors, paste and paper are very profitable. In such ways each learns from the other as the foreign children are often very deft in handwork.

(1) Writing:

Training in writing may well be begun early. As soon as any words are known, the children are interested in the art of writing. Any short word composed of simple letters may be written upon the board.

The children should trace the word on the board many times and then try to write it from a fresh copy. Soon they will be able to write several words of two or three letters each. To trace and write his name is a highly motivated exercise for the child and he should be frequently allowed to do it until it can be well done from memory.

III. TYPICAL BEGINNING LESSONS

SERIES BASED ON ACTION WORDS

It goes without saying that foreign children will learn to read in their books much earlier if the vocabulary of the primer can be mainly used for the lessons in English. Most primers contain in their early pages such words as walk and run. These or similar words may well serve as a basis for an initial lesson. The teacher will wish to begin this lesson with a group game. It may be best in occasional schools to call all of the first grade children to the front of the room for the first lessons in order to be sure which pupils are not able to speak English. They may then be sectioned as before suggested.

(a) Walk and Run:

When the children are seated, the teacher may run lightly across the floor speaking the word "run" and then writing it on the board. Next, she may have all of the children run across the room with her saying "run". Vary the game by pointing to the word on the board and having the children scurry across the room. A card may here be introduced having the word printed distinctly. If this has been plainly understood it is safe to introduce *walk* in the same way. If a card containing the word run also has walk on the reverse side, it may be tossed into the air. As it falls the children may do what the word on the side uppermost tells them to do. As a variation, the teacher may say "walk" and then "run" changing rapidly to see if anyone fails to perform the right action. Those who are "caught" may best sit down as they are evidently confused and will doubtless learn more quickly by watching the movements of the others.

All of this should be thoroughly taught in ten or fifteen minutes. The teacher may then give each of the children cards on which a running child and a walking child are

drawn (or cut out from a magazine and pasted securely) with the words written and printed (if possible) underneath. To accompany these, six to ten slips each containing either walk or run may be handed to the pupils. They should then be shown how to sort them into two groups and how to place each group under the right picture. This work should be snappy and only a small number of words given in order that it be really instructive. It is far better to have many kinds of seat work and to change often than it is to allow any one task to become aimless drudgery.

(b) I walk, I run, etc.:

The second lesson in this series should closely follow the plan of the first. A quick review will bring back the two words taught. The advance work might consist of the following:

TEACHER. I (pointing to self) walk (walking toward window) to the window (pointing to the window).

PUPILS. (All rising and imitating teacher) I walk to the window. (Pupils had better then return to seats.)

TEACHER. (As before) I walk to the door.

CHILDREN. (As before) I walk to the door.

TEACHER. (From midst of children near door) I run to the window.

CHILDREN. (Running) I run to the window.

TEACHER. (From window) I run to the door.

CHILDREN. I run to the door.

TEACHER. Walk to the seat. (Doing it and motioning for children to follow) Sit down. (illustrate).

When the children are all seated the teacher may smile and take a very alert child by the hand and get the child to say with her, "I walk to the window" as he does it. The teacher should show great pleasure and endeavor to get the child to go alone and say "I walk to the window." She may try another child going with him at first. If possible several individual children should go to the door or the window telling what they do. As each one performs the act and says a sentence, the teacher may put the sentence on the board, attracting the attention of all as she writes. The children may say

the sentence again. Showing much satisfaction and calling it *reading* will give them the idea. Perhaps after several sentences have been written the children can begin at the beginning and say them. This can be truly called reading. In case no children seemed ready for individual work, the group work could continue and then close the lesson with the reading. In that event a third lesson might be given aiming to get individual sentences from the children since it is very desirable to get them to speaking just as soon as possible. Praise and commendation for those who act independently will have its effect on inducing others to try to say a few words.

Following this lesson the children might draw doors and windows putting the proper words (given to them on small cards) under each.

Being guided, if possible, by the primer vocabulary the teacher can easily continue this series of lessons as long as it seems practical. Other pronouns may be introduced and children's names substituted to add variety to the sentences.

SERIES BASED ON OBJECT WORDS

If the teacher prefers, the first lessons may also be based upon a list of object words taken wholly or in part from the primer provided they come within the experience of the children and are in themselves interesting.

(a) **Book, Fan, Flag, Knife:**

Book, fan, flag, knife are typical primer words. The teacher may begin the lesson by showing one of the objects, speaking its name and writing the word on the board just above the object which may be placed in the chalk tray. The card containing its printed name may be placed beside it. Letting the children say the words several times, each time varying the stimulation, will help to fix them in mind.

A lively game aiming to teach, for example, "It is a book" may be introduced as soon as three words are fairly well mastered. Not more than this number can be used to advantage.

The teacher may hold up any one of the three objects and ask "What is it?" She will of course show the children how to reply by saying slowly and pausing after each word, "It—is—a—book." By repeating this two or three times the chil-

dren can form the words accurately. Another object may be held up and the question again asked. This time the reply should come easily. As soon as all have the idea, it is very desirable to have an aggressive child act as leader. Perhaps the children will take turns about the class, holding up an object and asking "What is it?" Perhaps some individual answers can be secured. In that event the children may try to give the answers with some rapidity. This lesson might close by having the children read the words singly from the board and if possible the sentence "It is a ——" for each word. If the printed chart is ready they might read directly from the chart if the teacher prefers.

Children will greatly enjoy coloring outline pictures of these objects and placing the right word forms (on cards) under them.

(b) More Object Words:

The second lesson based on objects can be made very interesting by adding two or three more objects with their names. The children may then place the right objects under their written names on the board. They may place the correct printed card by the corresponding object. Possibly they can put object and printed card together somewhere else in the room. A reading exercise from board or chart involving all of the words with "It is a ——" could finish this lesson.

Beneficial seat work for the children might consist of cards on which are pictures of all of the objects the names of which have been taught. Word cards to be put under the pictures should be given out and if possible the work of putting them under the pictures should be carefully supervised, perhaps by an older pupil. It will be noted that in this case there are many more opportunities for error than in the previously discussed exercise. For this reason it is essential that the children receive help in order that good habits of work be established.

(c) I have, You have:

A third lesson can profitably aim to teach "I have a ——" and "You have a ——." One or two more object words may be added until there are six or seven words well-known in both their written and printed forms. The teacher may then

hold up one object and say, "I have a book." To make *have* plain she may add I *have* (showing it) a watch. I *have* (pointing to it) a nose. I *have* (showing it) a hat. This must be continued until the idea of *have* is clear.

The teacher may then pick up another of the selected objects whose names she has taught. As she says, for example, I have (a box) the children may say the word if she gives them the opportunity. After all of the objects have been held in succession by the teacher she may hand one to a child and say, "*You have* a book." At this point individual work may be easily introduced. A child may be induced to come to the desk, get an object, and say, "I have a —." He may hand it to another child saying, "*You have* a —." This child may then choose another object and proceed as before.

This is a type of lesson that could profitably be taught to all of grade one during the regular language period as it tends to prevent through ear training the unnecessary use of "got" in this connection.

Suitable seat work might well consist of a number of slips bearing the words, *I have* and *You have*, together with a corresponding list of object words with their articles, e. g. *a book*. These the children may put together into sentences and may perhaps read them for older pupils or possibly for the teacher.

(d) What have I, etc.:

To continue this series, the interrogative forms may with profit be the subject of a lesson. As soon as "*I have*" has been taught, an interesting guessing game can be introduced to give practice in the question and answer. After reviewing the object words quickly the teacher may illustrate the new game by hiding perhaps a pencil behind her back and saying "What have I?" The pupils are then eager to say "Have you a book?" The teacher will find it best to say simply "No" or "Yes" to avoid introducing the negative form at this point. One after another may try to guess correctly. When one child succeeds, the teacher's pleasure will encourage others to try harder next time. The successful guesser may become the leader, the class closing their eyes while the new leader chooses the object he wishes to hide behind his back. Pupils become very much interested in this game and

may perhaps be divided into groups and allowed to play it quietly for seat work, using pictures or objects whose names they know.

These lessons illustrate procedure when the work is begun with objects. Both the object and action words must be taught.

SERIES BASED ON GENERAL VOCABULARY

As has been stated, the desire of children to learn and their courage to attack new expressions must be constantly fostered. In order to make sure that every pupil's interests are being utilized to the utmost, the teacher of these interesting and inspiring little people, from the first, will carry on general vocabulary lessons based upon the out of school life of the children.

If the teacher is familiar with the community life where she is to teach she can plan much of this work before school opens. She may wish to make her first lessons of this type in case the primer vocabulary is not practical for the non-English beginners. If the teacher is a stranger in the locality or is attempting this work for the first time the lessons previously suggested will perhaps be best for the work of the first and second weeks.

The general vocabulary work, however, should be begun just as soon as the teacher can familiarize herself with the local conditions and it should be carried parallel with that based entirely or in part on the vocabulary of the primer to be read.

(a) Bean bag game:

To get the children interested in vocabulary extension, a simple but lively bean bag game might be played until the children comprehend the game. A good game consists in placing the children one behind the other in two rows. A bean bag given to each leader is to be passed over his head to the next child, who in turn passes it back and so on until the last child has the bag. He runs to the front, the others stepping back, and begins to pass the bag as before. When the original leader reaches the front again the game is finished. A few moments will teach the game. After it is learned the

children may race two or three times in order really to get the spirit of contest aroused. Several words will enter in as "Go," "Run," "This row won," etc. These should go unnoticed but the word *bean bag* can be taught as before suggested and its card placed where the children can have access to it until it is learned. By substituting an eraser for the bean bag and playing the game, the word *eraser* then will be of interest to the class and may be taught. The children may then find things about the room that could be used to play this game. These objects can be named by the teacher or other pupils and their names taught by the method that was outlined for object words based on the primer vocabulary.

The association cards placed in the card frame will serve as a basis for seat work, which might consist of a drawing exercise aiming to draw objects from the cards or from about the room. The teacher may test this exercise later by pointing to the objects drawn and naming them. If she is wrong the child may point and the teacher name. The teacher should then give the child the correct word on a card for his own. If the weather is favorable the game which served as a basis for this lesson should be played out-of-doors at recess and the lesson finished at the regular period.

(b) The School Yard:

From this beginning the work in general vocabulary extension may be continued in almost any direction. A second lesson might well consist of a trip around the school yard at the recess or noon intermission. The pupils should be encouraged to ask the teacher the names of any object in which they are interested. She can do this by asking them to name objects, then teaching them to ask her. Often one object thus named will suggest a dozen other words as bird, robin, sparrow, swallow; or fence, post, nail, board, high, strong, gray, painted, gate, hinge. These groups can be easily and lastingly taught in a very few moments after the children return to the classroom, by means of drawings or pictures from the teacher's collections.

Interesting and novel seat work to follow this lesson can be made by pasting printed (or typewritten) words on the objects in a good sized picture. Often appropriate advertising

pictures printed on cardboard may be obtained from stores. Many of the objects illustrated in these pictures will be of sufficient size so that the printed board pasted on will still leave the object clearly visible. The large pictures may then be cut into irregular pieces and placed in envelopes with the vocabulary illustrated carefully listed on the outside of the envelope.

Many sets of these varying in difficulty are very useful. When the children have put them together an older pupil or the teacher may assist them in naming all of the objects they can. In some cases they may be able to work out the names of some objects phonetically. These puzzles may be increased in difficulty later in the year by being cut into smaller pieces. The children soon can write the names found in print on the pictures. Perhaps occasionally they may be able during the final weeks to make original lists from these pictures.

(c) A picture:

A successful general vocabulary lesson is based upon a game consisting of object-naming from a large picture placed before the class. Each child in turn should point to an object which he can name and which has not been previously named. Scores may be kept. Every object incorrectly named may count against the pupil. As soon as their limited vocabulary is exhausted the class may choose new objects whose names they wish to know so that they may play a better game next time. The new words thus acquired must be taught thoroughly and reviewed frequently by means of games and by arranging new needs for the use of these words. The same type of seat work that was planned for the previous lesson would be helpful in supplementing the work of this exercise. Occasionally two sizes of advertising posters are obtainable or smaller reproductions of a large picture may be found in magazines. These may be used for seat work. The teacher will soon learn to be always on the alert for material which may be adapted for non-English children. By constantly keeping in mind the word list of the entire primer much of this general vocabulary work can be made to function directly in the future reading by greatly lessening the number of unfamiliar words. Chart reading lessons may be

made from any of these exercises. Care should be taken that all parts of each sentence are meaningful to the children.

(d) A walk after school:

A union of school and home interests is most desirable. If the teacher is familiar with the community, she may take the non-English class after school for a walk to the home of one of the children. A long vocabulary list, much spontaneity, and parent interest will result. Every eager question should be carefully answered and the list of new words noted for future lessons. The next morning, a set of association cards with their pictures and names,—the outgrowth of the trip,—will furnish the necessary material for a most delightful lesson. After the words are learned, a short paragraph may be composed by the children with the help of the teacher. It may read somewhat like the following:

We walked to Mary's house. We walked on the street. We saw stores, markets, and churches. We saw teams, autos and trains.

If the walk were taken in the country, probably the group could go only a short distance and the following day's lesson could consist of word study with the cards and a paragraph something like the one below:

We walked along the road. We saw trees, grass, flowers, stones, and birds. We saw cows, lambs, and pigs. We saw a brook and some fish swimming in the water.

If the school furnishes the small printing frame and type for seat work the teacher could allow the children to make one or more pages for their own books from this lesson. They could draw pictures on the pages to illustrate the sentences printed. They will enjoy reading from the books they have made for the next lesson.

(e) Natural Phenomena:

The phenomena of nature as displayed from day to day will furnish material for many instructive lessons. Perhaps it is raining and someone has a raincoat, and someone else an umbrella and rubbers. After letting the children dramatize coming to school in the rain they will readily compose something like this paragraph:

John has an umbrella. Mateo has a raincoat. Lucie has rubbers. We wear rubbers on our feet to keep them dry.

This reading lesson will be very much enjoyed by the children and could well be followed by seat work prepared perhaps by older pupils. A set of sentences like the above could be written far enough apart to be cut into slips. These the children could rearrange to suit themselves. They could then read their stories and draw pictures to illustrate them, or the printing frame may be used and the children will enjoy illustrating the sentences to show the teacher that they understand them.

Reading lessons of this type are meaningful to the child and successfully teach the process of reading. Many other sources of material for words and sentences will suggest themselves to the enthusiastic teacher; but she must remember to choose only from those subjects which she can make plain to all of the children by the use of objects, dramatization and pictures.

IV. TEXTBOOK WORK

THE BOOK AS A MOTIVE

The greatest desire of the child when he comes to school is to read in a book. The teacher should bend her efforts toward satisfying this longing. Just as soon as the vocabulary of the first few pages of the basic primer has been assimilated by use of the methods there suggested or others based upon the same general principles, the new books should be given to the children. The fact that they can read a few pages successfully and that it has meaning is the most impelling motive that could come to the child to inspire continued and increasing effort. It may be wise to let him take his book home and read to the parents in the new tongue. Perhaps this will be the means of inducing other members of the family to attend evening school when they see how quickly the little beginner has conquered so many difficulties.

The child's future vocabulary work, board work, and seat work now take on an added interest. They are the keys which unlock the mysteries hidden on the attractive pages which the teacher shows to the pupil from time to time as he becomes able to read occasional sentences with understanding. Just as soon as the content of two or three more pages is in the pupil's possession, he may again have the privilege of reading in the book.

As vocabulary growth increases the lessons in the book can become more and more frequent until they are of daily occurrence. The usual primary methods of word study, sentence reading and finally the reading fluently of longer portions will be found just as effective with non-English as with American children.

By sometimes having the American children tell the primer stories in language class, and having them dramatized and illustrated by drawings or cuttings much of their content can be revealed to the non-English children before they read these stories.

As soon as they are able to read primers readily the instruction of non-English and American first grade pupils is practically identical with the exception of the increased help the latter need to gain proficiency in the use of English.

STANDARD FIRST GRADE ACCOMPLISHMENT

Classes of children and primary textbooks vary to some degree. Teachers, however, vary greatly in the amount of reading work they are able to accomplish with standard first grade classes. Some first grades in a year read fluently and understandingly in class more than a dozen different primers and first readers. They read many more books silently or to each other for seat work. In other classes the teachers have not caught the spirit of the work and their classes toil laboriously a whole year to master one or two books. The results are easily contrasted. The children who have learned in grade one by much practice to be rapid silent readers, and pleasing oral readers find a real joy in reading. They will use reading as a means of recreation as well as a source of information and self-improvement. On the other hand the children who found learning to read a wearisome process which yielded little satisfaction are not apt to make much use of the art which they found so difficult to acquire. This truth should stimulate the teacher to set a high standard of accomplishment and to be satisfied with nothing else. The reading of several easy primers and first readers having somewhat similar vocabularies gives an infinitely better foundation than does the reading and re-reading of one book in which the child has lost interest. After the first three or four books have been read under the teacher's direction the class may be given other easy books to read silently at their seats to increase their skill in rapid silent reading. Silent reading habits are being formed from the first and the teacher must be sure this part of the subject is being intelligently taught. Suggestions on the Teaching of Reading by Miss Reynolds, The Common School Manual, and the Chapter on Instruction in the Janesville Survey are recent publications by the state department dealing with the subject of reading and emphasizing silent reading. Every teacher should refer often to

these articles for constructive suggestions on the teaching of Reading. They may be obtained by writing to the Department of Public Instruction, Madison, Wis.

REASONABLE ACCOMPLISHMENT FOR MIXED GRADES

It has been previously suggested that when the English-speaking group of first grade children begin their second primer, the non-English group could be combined with them. This requires that by November or December the non-English children shall be able to read easily and understandingly any of the work they have covered, that they attack new material with confidence, and that they have practically the same ability to unlock new words by the use of phonics that the American children have. The foreign child is always at a disadvantage in this process since he must depend almost entirely upon the phonic elements to reveal to him the entire word. He cannot so readily guess the word from context when part of it has been sounded as can the American child.

In "A Way to Reading" by Mary J. M. Larkin, Worcester, Mass., published in successive numbers of *The Kindergarten and First Grade*, (November 1917—March, 1918,—Milton Bradley Company) she states that after about fifteen weeks of instruction her class, composed of eighteen foreign children who were physically below par and often dull and apathetic, had completed enough foundation work to enable them to read any first grade book on her desk. She gives the details of her plan of work and the articles would prove most helpful to any teacher of foreign children.

Though we cannot expect that results as gratifying as these will reward the efforts of every teacher, the fact is emphasized that great possibilities are stored up in these little people, and that under favorable conditions they learn with surprising rapidity. It is not expected that the teacher of an all-foreign or of a mixed first grade will complete the maximum amount of grade work; neither should she be satisfied with a meager accomplishment. She should take for her motto "What others have done, I can do." By skillful planning, by untiring effort, and by asking help if she feels that her efforts are not bringing the results that they should, the true

teacher of foreign children can so guide her pupils that in one year they will have learned how to read by reading several suitable books in class, and several others for seat work. Together with this training they will have a fairly comprehensive knowledge, for children of their ages, of the English language. Better perhaps than either of these, she will have filled them with a desire to learn and will have taught them effective habits of work and good life habits. This teacher of non-English children will also have done her share to extend the benefits of the school to the homes of her pupils and she better than anyone else, because she has done it, will be able to conduct successful classes to teach English to adults, who are just as eager to learn and nearly as diffident as were the little group who greeted her that first Monday morning, but who after a year are ardent little Americans.

V. HELPFUL REFERENCES

TEXTBOOKS

The needs of adult foreigners wishing to learn English have prompted the writing of a number of practical books for evening schools. Many of these books contain valuable help for teachers of non-English children. Some of them are intended for children as well as adults and are practical as primary reading books since they deal almost entirely with subjects which touch the daily lives of the children. Nearly all book companies furnishing school texts have one or more of these books for sale. Access to copies of several of these books will enable teachers to present work rich both in variety and in content. A few of these texts are listed.

English for Beginners. Fisher and Call, Ginn and Co.
 English for Foreigners Bk. I—O'Brien, Houghton Mifflin & Co.
 A First Book in English for Foreigners, Wallock, Silver, Burdett Co.
 First Reader for Foreigners, Sharp, American Book Co.
 First Book for Non-English Speaking People. Harrington & Cunningham, D. C. Heath & Co.

OTHER MATERIAL

Teachers will wish to read current writings on the subject of Americanization in connection with the work of teaching foreign children. The government bulletins are most instructive. Libraries furnish packages of material on request. A few timely references are given.

United States Bureau of Education Bulletin 51—1913.
 The Problem of Teaching English to the People of Porto Rico, Padin, Bureau of Supplies and Transportation, San Juan, P. R.
 My Mother and I (with an appreciation by Theodore Roosevelt) Ladies' Home Journal Oct., 1916.
 An Americanization Factory, Gregory Mason, Outlook, Feb. 23, 1916.
 Illiteracy and Americanization, Bronsky, State Dept. Pub. Inst., Madison.

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